

St James-Gaillard Elementary

PO Box 250
Eutawville, SC 29048

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 335 Students | |
| Principal | Michelle Aiken Wilson | 803-492-7927 |
| Superintendent | David Longshore, Jr. | 803-496-3288 |
| Board Chair | Robert Williams | 803-496-3288 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 8 | 26 | 85 | 32 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Unsatisfactory | Yes |
| 2004 | Average | Unsatisfactory | Yes |
| 2005 | Good | Unsatisfactory | Yes |
| 2006 | Average | Unsatisfactory | Yes |

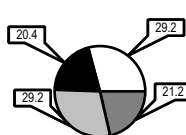
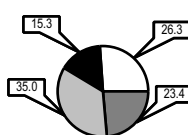
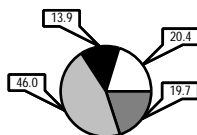
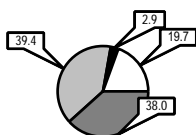
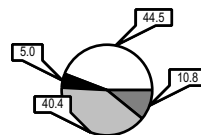
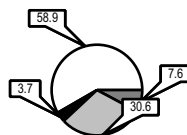
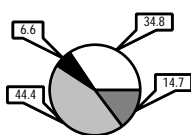
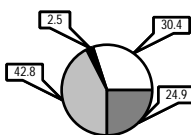
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 150 | 93.3 | 18.9 | 40.9 | 37.0 | 3.1 | 53.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 82 | 92.7 | 18.8 | 44.9 | 34.8 | 1.4 | 50.7 | N/A | N/A |
| Female | 68 | 94.1 | 19.0 | 36.2 | 39.7 | 5.2 | 56.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 145 | 93.1 | 19.4 | 41.9 | 36.3 | 2.4 | 52.4 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 126 | 100.0 | 13.3 | 42.5 | 40.7 | 3.5 | 58.4 | N/A | N/A |
| Disabled | 24 | 58.3 | 64.3 | 28.6 | 7.1 | 0.0 | 14.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 150 | 93.3 | 18.9 | 40.9 | 37.0 | 3.1 | 53.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 150 | 93.3 | 18.9 | 40.9 | 37.0 | 3.1 | 53.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 123 | 91.9 | 19.4 | 41.7 | 35.9 | 2.9 | 52.4 | Yes | Yes |
| Full-pay meals | 26 | 100.0 | 16.7 | 37.5 | 41.7 | 4.2 | 58.3 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 150 | 93.3 | 18.1 | 45.7 | 21.3 | 15.0 | 50.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 82 | 92.7 | 17.4 | 46.4 | 21.7 | 14.5 | 53.6 | N/A | N/A |
| Female | 68 | 94.1 | 19.0 | 44.8 | 20.7 | 15.5 | 46.6 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 145 | 93.1 | 17.7 | 46.8 | 21.0 | 14.5 | 50.0 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 126 | 100.0 | 12.4 | 47.8 | 23.9 | 15.9 | 54.9 | N/A | N/A |
| Disabled | 24 | 58.3 | 64.3 | 28.6 | 0.0 | 7.1 | 14.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 150 | 93.3 | 18.1 | 45.7 | 21.3 | 15.0 | 50.4 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 150 | 93.3 | 18.1 | 45.7 | 21.3 | 15.0 | 50.4 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 123 | 91.9 | 18.4 | 47.6 | 21.4 | 12.6 | 49.5 | Yes | Yes |
| Full-pay meals | 26 | 100.0 | 16.7 | 37.5 | 20.8 | 25.0 | 54.2 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 150 | 99.3 | 25.7 | 35.3 | 23.5 | 15.4 | 39.0 |
| Gender | | | | | | | |
| Male | 82 | 98.8 | 21.6 | 37.8 | 24.3 | 16.2 | 40.5 |
| Female | 68 | 100.0 | 30.6 | 32.3 | 22.6 | 14.5 | 37.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 145 | 99.3 | 26.3 | 35.3 | 23.3 | 15.0 | 38.3 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 126 | 100.0 | 15.9 | 38.9 | 27.4 | 17.7 | 45.1 |
| Disabled | 24 | 95.8 | 73.9 | 17.4 | 4.3 | 4.3 | 8.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 150 | 99.3 | 25.7 | 35.3 | 23.5 | 15.4 | 39.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 150 | 99.3 | 25.7 | 35.3 | 23.5 | 15.4 | 39.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 123 | 100.0 | 30.1 | 31.0 | 24.8 | 14.2 | 38.9 |
| Full-pay meals | 26 | 96.2 | 4.3 | 56.5 | 17.4 | 21.7 | 39.1 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 150 | 99.3 | 28.7 | 29.4 | 21.3 | 20.6 | 41.9 |
| Gender | | | | | | | |
| Male | 82 | 98.8 | 24.3 | 33.8 | 18.9 | 23.0 | 41.9 |
| Female | 68 | 100.0 | 33.9 | 24.2 | 24.2 | 17.7 | 41.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 145 | 99.3 | 29.3 | 30.1 | 21.8 | 18.8 | 40.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 126 | 100.0 | 18.6 | 32.7 | 25.7 | 23.0 | 48.7 |
| Disabled | 24 | 95.8 | 78.3 | 13.0 | 0.0 | 8.7 | 8.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 150 | 99.3 | 28.7 | 29.4 | 21.3 | 20.6 | 41.9 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 150 | 99.3 | 28.7 | 29.4 | 21.3 | 20.6 | 41.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 123 | 100.0 | 29.2 | 31.9 | 19.5 | 19.5 | 38.9 |
| Full-pay meals | 26 | 96.2 | 26.1 | 17.4 | 30.4 | 26.1 | 56.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 7.1 | 23.8 | 61.9 | 7.1 | 69.0 |
| | 4 | 52 | 100.0 | 26.0 | 46.0 | 26.0 | 2.0 | 28.0 |
| | 5 | 45 | 100.0 | 23.8 | 47.6 | 26.2 | 2.4 | 28.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 50 | 96.0 | 11.4 | 34.1 | 50.0 | 4.5 | 54.5 |
| | 4 | 45 | 88.9 | 10.8 | 40.5 | 43.2 | 5.4 | 48.6 |
| | 5 | 55 | 94.5 | 32.6 | 47.8 | 19.6 | 0.0 | 19.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 4.8 | 19.0 | 42.9 | 33.3 | 76.2 |
| | 4 | 52 | 100.0 | 38.0 | 36.0 | 22.0 | 4.0 | 26.0 |
| | 5 | 45 | 100.0 | 21.4 | 50.0 | 19.0 | 9.5 | 28.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 50 | 96.0 | 6.8 | 40.9 | 22.7 | 29.5 | 52.3 |
| | 4 | 45 | 88.9 | 13.5 | 45.9 | 29.7 | 10.8 | 40.5 |
| | 5 | 55 | 94.5 | 32.6 | 50.0 | 13.0 | 4.3 | 17.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 7.1 | 21.4 | 45.2 | 26.2 | 71.4 |
| | 4 | 52 | 100.0 | 34.0 | 46.0 | 12.0 | 8.0 | 20.0 |
| | 5 | 45 | 100.0 | 47.6 | 28.6 | 11.9 | 11.9 | 23.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 50 | 100.0 | 8.7 | 21.7 | 41.3 | 28.3 | 69.6 |
| | 4 | 45 | 100.0 | 38.1 | 38.1 | 16.7 | 7.1 | 23.8 |
| | 5 | 55 | 98.2 | 31.3 | 45.8 | 12.5 | 10.4 | 22.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 45 | 100.0 | 2.4 | 7.1 | 21.4 | 69.0 | 90.5 |
| | 4 | 52 | 100.0 | 14.0 | 54.0 | 24.0 | 8.0 | 32.0 |
| | 5 | 45 | 100.0 | 35.7 | 52.4 | 11.9 | 0.0 | 11.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 50 | 100.0 | 6.5 | 10.9 | 37.0 | 45.7 | 82.6 |
| | 4 | 45 | 100.0 | 19.0 | 40.5 | 26.2 | 14.3 | 40.5 |
| | 5 | 55 | 98.2 | 58.3 | 37.5 | 2.1 | 2.1 | 4.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 335) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 4.5% | Up from 1.7% | 3.9% | 2.8% |
| Attendance rate | 95.4% | Down from 95.6% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 6.0% | Up from 4.9% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 6.7% | Up from 4.2% | 0.0% | 0.0% |
| Eligible for gifted and talented | 6.3% | Down from 15.0% | 4.3% | 10.4% |
| On academic plans | 0.0% | N/AV | 48.0% | 33.6% |
| On academic probation | 0.0% | N/AV | 1.9% | 1.0% |
| With disabilities other than speech | 6.6% | Up from 4.5% | 7.2% | 7.5% |
| Older than usual for grade | 0.0% | No change | 1.5% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 22) | | | | |
| Teachers with advanced degrees | 68.2% | Up from 63.6% | 51.4% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 16.0% | N/A | 4.7% | 2.4% |
| Teachers with emergency or provisional certificates | 5.0% | Up from 4.8% | 2.2% | 0.0% |
| Teachers returning from previous year | 96.8% | Up from 95.6% | 84.6% | 87.3% |
| Teacher attendance rate | 93.4% | Down from 95.2% | 94.6% | 94.9% |
| Average teacher salary | \$45,474 | Up 1.5% | \$41,385 | \$42,485 |
| Prof. development days/teacher | 13.5 days | Up from 12.2 days | 14.2 days | 13.3 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.6 to 1 | Up from 18.0 to 1 | 16.5 to 1 | 18.6 to 1 |
| Prime instructional time | 86.6% | Down from 89.7% | 88.5% | 89.7% |
| Dollars spent per pupil* | \$7,219 | Up 10.0% | \$7,478 | \$6,557 |
| Percent of expenditures for teacher salaries* | 57.5% | Down from 59.0% | 61.5% | 64.0% |
| Percent of expenditures for instruction* | 62.4% | | 68.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.3% | Up from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Good | No change | Good | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 17.3% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. James-Gaillard Elementary School (SJG) had a very challenging and productive 2005-2006 school year. We continue to strive for excellence through goal setting, teamwork, hard work and a vision for success. St. James-Gaillard is a Title One School located in a rural area with 89% of our students on free and reduced meals. Our students continue to promote academic and artistic gains in a positive and caring environment.

We are very proud to say that we received a rating of Good on our last school report card and continue to meet Adequate Yearly Progress. Test scores continue to climb as instruction continues to be our major focus. Students are exposed to the appropriate curriculum for their grade levels. They are constantly exposed to other enriching and challenging experiences. This year the Lt. Governor's District Writing Award was presented to a SJG student.

For the continued development of the administrators and faculty, several facilitators worked throughout the year with team building and curriculum planning in all areas of the curriculum. Staff members continue to attend graduate classes, in-services and workshops to strengthen their instructional skills and to increase their understanding of the South Carolina Curriculum Standards.

In addition to all existing programs and initiatives, during the 2005-2006 school year, we set individual goals for all primary students (Child Development through second grade). These Student Achievement Goals (SAG) were monitored every nine weeks. We were able to track individual progress and formally conference with parents on a regular basis. We firmly believe that during these formative years we must do everything possible to ensure students success for the future. We also implemented our Weekly Instructional Test (WIT) to students in grades three through five. To ensure students retention of skills, all skills previously taught were reviewed weekly in test format. In child development, second grade, students are learning to read. In third through fifth grades, students are reading to learn.

We are fortunate to have the support of an excellent PTO and School Improvement Council. With their assistance, we have continued to work at improving our school. We are definitely on the right road, the road to success.

Michelle A. Wilson, Principal
Cynthia B. White, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 49 | 48 |
| Percent satisfied with learning environment | 100.0% | 89.8% | 91.7% |
| Percent satisfied with social and physical environment | 96.0% | 81.6% | 87.2% |
| Percent satisfied with school-home relations | 80.0% | 85.7% | 87.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.